CHILD OUTCOMES SUMMARY FORM ☐ Entry Date: ☐ Exit Date:

Child's Name: **Child's Age:**   **Date of Birth:**

Region/District: Form Completed by: Date Completed:

Summary for data entry ☐		
Outcome	**Results** (1-7)	**Progress** at Exit?
#1		☐Yes ☐No
#2		☐Yes ☐No
#3		☐Yes ☐No

Supporting evidence for answers to Questions 1a - 3a (i.e. screening instruments, parent interview, teacher observation, portfolio assessment)

Outcome Number(s)	Source of Information Anchor Assessment used:	Date	Summary of Relevant Results

Special Considerations (i.e. English Language Learner (ELL) factors, Frequent hospitalizations, Frequent moves by family, Accommodations/Adaptations):

Persons involved in deciding the summary ratings:

Name/ Role	Name/ Role

Family's information/input on child's functioning (check all that apply):

☐Received in team meeting   ☐Collected separately   ☐Collected in IFSP/IEP Process

☐Incorporated into assessments(s)   ☐Other (Describe)   ☐Not included

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)   Child's Name:

1a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (check one number)

Overall, Not Age Appropriate					Overall Age Appropriate	
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
Not Yet Behavior and **skills do not include foundational skills** upon which to build age-appropriate functioning.	**Between emerging and not yet**. Child **rarely uses foundational skills** across settings and situations	**Emerging** Behaviors and skills **include foundational skills upon which to build** age-appropriate functioning most or all of the time	**Between somewhat and emerging** **Child rarely demonstrates age appropriate skills**. Much more behavior that is not age-appropriate than is.	**Somewhat** Behavior and skills **typical of age some of the time** across situations	**Between completely and somewhat**. **Limited or minor concerns about child's functioning** with regard to the outcome. On low end of typical.	**Completely** Behavior and skills are **appropriate for age** in all or almost all everyday situations with regard to the outcome

Consider the following examples and other aspects of development that are closely related to the outcome when answering the question above. Think about the child's functional abilities in a variety of settings, as indicated by authentic assessment, observations from individuals in close contact with the child including the parents, and anchor assessment tools:

- Age-appropriate reactions and responses to others
- Self-regulation (the ability to calm self when distressed)
- Attachment to primary caregivers or trusting relationships with nurturing adults
- Social play appropriate to age level
- Expression of a range of emotions and feelings

- Use of eye contact, vocalizations, words, body movement and gestures, facial expressions, sign language, or use of assistive technology to interact with others
- Recognition of and reaction to others' emotions and feelings
- Interactions with peers and/or familiar adults
- Imitation of other's behaviors
- Social and cultural expectations (e.g., saying "please, sharing, taking turns, looking for approval)

1b. ANSWER AT EXIT ONLY: Has the child shown any new skills or behavior related to positive socio-emotional skills (including positive social relationships) since the last outcomes summary?

No ☐	Yes ☐	**If yes, describe progress:**

2. <u>ACQUIRING AND USING KNOWLEDGE AND SKILLS</u>   **Child's Name**:

2a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Check one number)

Overall, Not Age Appropriate					Overall Age Appropriate	
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
Not Yet Behavior and **skills do not include foundational skills** upon which to build age-appropriate functioning.	**Between emerging and not yet**. Child **rarely uses foundational skills** across settings and situations	**Emerging** Behaviors and skills **include foundational skills upon which to build** age-appropriate functioning most or all of the time	**Between somewhat and emerging** **Child rarely demonstrates age appropriate skills**. Much more behavior that is not age-appropriate than is.	**Somewhat** Behavior and skills **typical of age some of the time** across situations	**Between completely and somewhat**. **Limited or minor concerns about child's functioning** with regard to the outcome. On low end of typical.	**Completely** Behavior and skills are **appropriate for age** in all or almost all everyday situations with regard to the outcome

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- Appropriate responses to situations or stimulus
- Environmental awareness and exploration
- Expression of thoughts and ideas
- Application of learned behaviors

- Problem solving skills
- Memory skills
- Developmentally appropriate understanding of concepts
- Developmentally appropriate understanding of consequences

2b. ANSWER AT EXIT ONLY: **Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary?**

No ☐	Yes ☐	**If yes, describe progress:**

3. <u>TAKING APPROPRIATE ACTION TO MEET NEEDS</u>   **Child's Name**:

3a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Check one number)

Overall, Not Age Appropriate					Overall Age Appropriate	
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
Not Yet Behavior and **skills do not include foundational skills** upon which to build age-appropriate functioning.	**Between emerging and not yet**. Child **rarely uses foundational skills** across settings and situations	**Emerging** Behaviors and skills **include foundational skills upon which to build** age-appropriate functioning most or all of the time	**Between somewhat and emerging** **Child rarely demonstrates age appropriate skills**. Much more behavior that is not age-appropriate than is.	**Somewhat** Behavior and skills **typical of age some of the time** across situations	**Between completely and somewhat**. **Limited or minor concerns about child's functioning** with regard to the outcome. On low end of typical.	**Completely** Behavior and skills are **appropriate for age** in all or almost all everyday situations with regard to the outcome

Consider the following examples and other aspects of development that are closely related to the outcome when answering the question above. Think about the child's functional abilities in a variety of settings, as indicated by authentic assessment, observations from individuals in close contact with the child including the parents, and anchor assessment tools:

- Taking care of basic needs (e.g., express thirst/hunger, dressing, feeding, toileting, etc.)
- Health and safety issues (e.g., follows rules, assists with hand washing, aware of dangers)
- Self comfort and managing emotions
- Mobility (e.g. getting from place to place)

- Self help skills (e.g. assists with dressing/is dressing self)
- Objects used as tools to make things happen (e.g., forks, pencils, strings attached to objects)
- Signals for caregiver's assistance

3b. ANSWER AT EXIT ONLY: **Has the child shown any new skills or behaviors related to taking appropriate actions to meet needs since the last outcomes summary?**

No ☐	Yes ☐	If yes, describe progress: